|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Formative Assessment**  **Strategies** | Clearly and accurately described, explained and elaborated on 4 strategies, including possible modifications and adjustments for various learners. | Clearly and accurately described and explained 4 strategies | Explained 4 strategies, but some of the explanation might not be clear | Did not explain 4 strategies.  Not clear.  Weak description |
| **Use in Classroom** | Clearly and thoroughly explained how each of the strategies could creatively be used in the classroom for various learners. Provided specific examples. | Clearly explained how each of the strategies could be used in the classroom for various learners. | Explained how each of the strategies could be used in the classroom. | Explained how each of the strategies could be used in the classroom, but the explanation may be weak. |
| **Connection to Danielson** | Explicitly made specific connections to Danielson’s “Framework for Teaching” for each strategy and explained how each strategy aligns to the Danielson rubric | Made specific connections to Danielson’s “Framework for Teaching” for each strategy | Made connections to Danielson’s “Framework for Teaching” for each strategy, but the connection may be weak | Unable to make connections to Danielson’s “Framework for Teaching” |

**EDD 690 Midterm Rubric**

**Spring 2015**

EDD 690 Revised Midterm

Spring 2015

1. Describe and explain 4 formative assessments strategies.

2. Explain how each of the strategies could be used in the classroom for various learners

3. Made specific connections to Danielson’s “Framework for Teaching” for each strategy